Performance Level Descriptors Grade 3 Theater

Content Stand	Content Standard 1.0 Students recognize the components of theatrical production	
	including script writing, directing, and production.	
Exceeds	Write or improvise a script with a beginning, middle, and end based on personal	
Standard	 experience, imagination, or the retelling of a story. Create simple sets <i>and</i> sound effects for a dramatized idea or story for presentation to an audience outside of class members. Create props, costumes, masks, or make-up for presentation of a dramatized idea or story to an audience outside of class members. 	
Meets Standard	 Write or improvise a simple script based on personal experience, imagination, or the retelling of a story. 	
	 Create simple sets <i>and</i> sound effects for a dramatized idea or story. Create props, costumes, masks, or make-up for a dramatized idea or story. 	
Approaches Standard	 Write or improvise with teacher assistance a simple script based on personal experience, imagination, or the retelling of a story. Create simple sets <i>or</i> sound effects for a dramatized idea or story. 	
	 Create items in at least two of the following areas: costumes, props, make-up, or masks for a dramatized idea or story. 	
Below Standard	 Do not write or improvise a simple script based on personal experience, imagination, or the retelling of a story. 	
	 Do not create appropriate simple sets <i>and/or</i> sound effects. Do not create appropriate costumes, props, make-up or masks for a dramatized idea or story. 	

Content Stand	Content Standard 1.0 Students recognize the components of theatrical production	
	including script writing, directing, and production.	
Exceeds Standard	 Write or improvise a script that is performed for an audience and contains two or more characters; a beginning, middle, and end; a setting; and character descriptions. Plan and rehearse a dramatized idea or story in a cooperative setting for presentation to an audience outside of class members. 	
	 Draw or build a complex model set (e.g. interior/exterior, more than one setting) utilizing basic craft materials. Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event for an audience other than class members. 	
Meets Standard	 Write or improvise a script with two or more characters; a beginning, middle, and end; a setting; and character descriptions. Plan, rehearse, and present a dramatized idea or story in a cooperative setting. Draw or build a simple model set utilizing basic craft materials. Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event. 	
Approaches Standard	 Write or improvise a script which lacks two or more of the following: two or more characters; a beginning, middle, and end; a setting; and character descriptions. Plan and rehearse a dramatized idea or story that is not worked on cooperatively <i>or</i> that does not reach presentation. Partially draw or build a simple model set utilizing basic craft materials. Use materials in the classroom or home to create props and costumes that fail to suggest a specific time or locale. 	
Below Standard	 Write or improvise a script which lacks three or more of the following: a beginning, middle, and end; a setting; and character descriptions. Plan and rehearse a dramatic idea or story that is not worked on cooperatively <i>and</i> does not reach presentation. Do not draw or build a simple model set using basic craft materials. Do not use materials in the classroom or home to create props and costumes. 	

Grade 8

Content Stand	ard 1.0 Students recognize the components of theatrical production	
	including script writing, directing, and production.	
Exceeds Standard	 Create a properly formatted original script incorporating a cast of characters, prop list, costume list, simple stage directions, and technical needs for workshop presentation. 	
	 Use stage direction vocabulary to direct actors or be directed on a stage for presentation. Assume one of the roles and responsibilities of stage production. 	
	Explain the intention of the playwright and relate the intent to possible production choices.	
	Design and create a program and two or more of the following: poster, flyer, ticket, PSA's.	
	Design and construct a unit set for a formal production.	
	Design and build the props, costumes, and make-up for a formal production.	
	Describe complex sound and lighting effects for any dramatized event.	
	 Implement specific sound effects and lighting conditions for a dramatized event performed for an audience. 	
Meets	Create a properly formatted original script, incorporating a cast of characters, prop list,	
Standard	costumes list, simple stage directions, and technical needs.	
	 Use stage direction vocabulary to direct actors or be directed on a stage. 	
	Explain the roles and responsibilities of stage production personnel.	
	Explain the intention of the playwright in a play.	
	 Design and create a program and one of the following promotional materials for 	
	production: posters, flyers, ticket, or PSA's.	
	• Work collaboratively and safely to design <i>and</i> construct a unit set for a production.	
	Design and assemble all the props, costumes, and make-up for characters with attention to	
	age, culture, and overall interpretation or a production.	
	 Describe simple sound and lighting effects for any dramatized event. 	
	■ Implement specific sound effects <i>and</i> suggested lighting conditions for a dramatized event.	
Approaches	• Create an original script with some errors in formatting and structure and/or omitting one of	
Standard	the following: a beginning, middle, and end; a setting; and character descriptions.	
Standard	 Demonstrate knowledge of some stage direction vocabulary. 	
	 Explain some roles and responsibilities of stage production personnel. 	
	Explain the intention of a playwright but lack depth in explanation.	
	• Design <i>and</i> create a program <i>or</i> one of the following promotional materials for production:	
	posters, flyers, tickets, or PSA's.	
	Design and construct a unit set for an informal production which may be incomplete or not	
	done in a safe, collaborative manner.	
	■ Design props, costumes, <i>or</i> make-up for characters with <i>some</i> attention to age, culture, and	
	overall interpretation or production.	
	 Describe simple lighting conditions or sound effects for any dramatized event. 	
	■ Implement simple sound effects <i>or</i> suggested lighting for a dramatized event.	
Below	• Create an original script with excessive errors in format and structure and omit simple stage	
	directions, cast of characters, or technical needs.	

Standard

- Do not demonstrate knowledge of any stage direction vocabulary.
- Do not explain any roles or responsibilities of any stage production personnel.
- Do not explain the intention of a playwright.
- Do not design or create a program or any promotional material.
- Do not design or construct a unit set for an informal production.
- Do not design props, costumes, or make-up for characters.
- Do not describe simple lighting conditions or sound effects for a dramatized event.
- Implement neither sound effects nor suggested lighting for a dramatized event.

Content Standard 1.0 Students recognize the components of theatrical production including script writing, directing, and production.

Exceeds Standard

- Locate and use historical and cultural research from a variety of sources to write a well structured, properly formatted script appropriate for stage, television or electronic media.
- Create a theatrical production seen by an audience other than class members that includes conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings.
- Explain the varied responsibilities of technical personnel involved in theater, film,
 television, or electronic media production and serve in a technical area at least once.
- Develop an aesthetically unified production for formal theater, film, television, or electronic media.
- Design and create a program, posters, and two or more of the following for a theater, film, television, or electronic media production: tickets, flyers, print ads, print media, or television or radio PSA's.
- Design and construct with other group members a variety of functional scenic devices for a formal production.
- Explain their choices of costumes, props, and make-up as they relate to the interpretation of a formal production.
- Describe different light and sound equipment in theater, film, television, and electronic media and demonstrate practical application in two or more areas.
- Create and implement a functional light or sound plot for a formal production for stage, film, television, or electronic media.

Meets Standard

- Use historical or cultural research to write a well-structured, properly formatted script appropriate for stage, television, film, or electronic media.
- Create a theatrical performance that includes conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings.
- Explain the varied responsibilities of technical personnel involved in theater, film, television, or electronic media.
- Develop an aesthetically unified production for *informal* theater, film, television, or electronic media.
- Design and create a program, poster, and one of the following for a theatrical, film, television, or electronic media production: tickets, flyers, print ads, print media, or television or radio PSA's.
- Design or construct with other group members a variety of functional scenic devices for an informal production.
- Explain their choices of costumes, props, and make-up as they relate to the interpretation of an informal production.
- Describe different light and sound equipment and techniques in theater, film, television, and electronic media *and* demonstrate practical application in one area.

• Create or implement a functional light or sound plot for an informal production for theater, film, television, or electronic media.

Performance Level Descriptors Theater Grade 12 Standard 1.0 (Continued)

Approaches Standard

- Use historical or cultural research to write a script for theater, film, television, or electronic media which has some errors in format, structure, and content.
- Create a theatrical performance that omits one of the following elements: conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings.
- Explain some responsibilities of technical personnel involved in theater, film, or electronic media production.
- Develop an informal theater, film, television, or electronic media production which lacks some aesthetically unified qualities.
- Design and create a program *or* poster and no other promotional materials for a theatrical, film, television, or electronic media production.
- Design or construct a scenic device which functions poorly or is not created collaboratively for an informal production.
- Explain one of their choices of costumes, props, and make-up as they relate to an informal production.
- Describe application of different light and sound equipment and technique in theater, film, television, or electronic media *or* demonstrate practical application in one area.
- Create or implement a light or sound plot that is not wholly functional for an informal stage, film, television, or electronic media production.

Below Standard

- Use historical and cultural research to write a script for theater, film, television, or electronic media which has excessive errors in format, structure, and content.
- Create a theatrical performance that omits two or more of the following elements: conducting auditions, casting characters, directing scenes, and conducting production meanings.
- Do not explain varied responsibilities of personnel involved in theater, film, television, or electronic media.
- Develop an informal theater, film, television, or electronic media production which has no

aesthetically unified qualities.

- Do not design or create any type of promotional materials for a production.
- Design or create scenic devices which do not function and are not created collaboratively for an informal production.
- Do not explain any of their choices of costumes, props, and make-up as they relate to an informal production.
- Do not describe application of different light and sound equipment and technique in theater, film, television, or electronic media.
- Do not create or implement a light or sound plot.

Content Stand	Content Standard 2.0 Students understand and demonstrate the role of the actor in the	
	theater.	
Exceeds Standard	 Identify three or more of the different traits of a given person, animal, or object. Portray three or more traits of a given person, animal, or object. Portray characters' varied emotions vocally and physically in a dramatized idea or story for an audience other than classmates. 	
Meets Standard	 Identify two of the different traits of a given person, animal, or object. Portray two of the traits of a given person, animal, or object. Portray characters' varied emotions vocally <i>and</i> physically in a dramatized idea or story. 	
Approaches Standard	 Identify one of the traits of a given person, animal, or object. Portray one of the traits of a given person, animal, or object. Portray characters' varied emotions vocally <i>or</i> physically in a dramatized idea or story. 	
Below Standard	 Do not express any traits of a given person, animal, or object. Do not portray any of the traits of a given person, animal, or object. Do not vary characters' emotional qualities either vocally or physically in a dramatized idea or story. 	

Performance Descriptor Levels Theater Grade 5

Content Stand	Content Standard 2.0 Students understand and demonstrate the role of the actor in the	
	theater.	
Exceeds	Describe, with cohesive and consistent insight, characters' traits through examining their	
Standards	specific actions and what they say.	
	Demonstrate character through movement, pantomime, improvisation, or voice, showing	
	cohesive and consistent insight.	
	Portray a character's traits through appropriate movement, voice, and language with	
	consistency and insight in a dramatized idea or story.	
Meets	 Describe characters' traits through examining their specific actions and what they say. 	
Standards	 Demonstrate character through movement, pantomime, improvisation, or voice. 	
	Portray a character's traits through appropriate movement, voice, and language in a	
	dramatized idea or story.	
Approaches	 Describe characters' traits through examining their specific actions and what they say but 	
Standards	with limited or inconsistent detail.	
Standards	 Demonstrate character through limited and/or inconsistent characterization. 	
	Portray a character's traits through appropriate movement, voice, and language in a	
	dramatized idea or story but characterization lacks detail or consistency.	
Below	 Do not connect a character's actions and language to his/her personality traits. 	
Standards	Do not demonstrate character through movement, pantomime, improvisation, or voice.	
Sundid	Do not attempt or may fail to portray a believable character through appropriate movement,	
	voice, and language in a dramatized idea or story.	

Content Standard 2.0 Students understand and demonstrate the role of the actor in the	
	theater.
Exceeds Standard	 Determine logically a character's actions and intentions to develop a biography. Use, with consistency and discipline, basic acting skills, including focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement. Portray believable characters in <i>formal</i> productions.
Meets Standard	 Examine the text to determine logically a character's actions and intentions. Use basic acting skills, including focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement. Portray believable characters in <i>informal</i> productions.
Approaches Standard	 Examine the text to determine a character's actions and intentions but lack logic and insight. Use basic acting skills inconsistently Portray characters that lack consistent believability in informal production.
Below Standard	 Uses the text insufficiently to determine a character's actions and intentions. Lack the focus/concentration necessary to perform the other basic acting skills. Do not attempt or fail to portray characters.

Content Stand	Content Standard 2.0 Students understand and demonstrate the role of the actor in the	
	theater.	
Exceeds	Explain and practice various classical and contemporary acting techniques and methods and	
Standard	 begin to synthesize these into their own acting style. Interpret and explain the physical, emotional, and social dimensions of characters found in a variety of text, including research from outside sources . 	
	• Portray characters within an ensemble for theater, film, television, and electronic media in a formal production.	
Meets	Explain <i>and</i> practice various classical and contemporary acting techniques and methods.	
Standard	 Interpret and explain the physical, emotional, and social dimensions of characters found in a variety of text. 	
	• Portray characters within an ensemble for theater, film, television, and electronic media in an informal production.	
Approaches	Explain <i>or</i> practice some classical and contemporary acting techniques and methods.	
Standard	 Interpret and explain the physical, emotional, and social dimensions of characters found in simple text. 	
	 Portray characters for theater, film, television, and electronic media in an informal production but have difficulty working in ensemble. 	
Below	Do not explain and/or practice classical and contemporary acting techniques and methods.	
Standard	 Interpret or explain inaccurately and/or incompletely the physical, emotional, or social dimensions of characters found in text. 	
	Do not portray characters and/or do not work within a group.	

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills	
	in theater, film, television, and electronic media.
Exceeds Standard	 Explain opinions of performances of students and visiting artists. Differentiate between what is real and what is make-believe, taking into account the intention of the production.
Meets Standard	 Explore and express opinions of performances of students and visiting artists. Differentiate between what is real and what is make-believe.
Approaches Standard	 Explore but do not express their opinions about performances of students and visiting artists. Differentiate between what is real and what is make-believe with teacher or peer assistance.
Below Standard	 Do not explore or express opinions of performances of students or visiting artists. Confuse what is reality and what is make-believe even with teacher assistance.

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills		
	in theater, film, television, and electronic media	
Exceeds	Discuss with depth and clarity what they see and hear in a performance.	
Standard	Explain what aspects of a performance elicited their emotional reactions and justify their	
	preference for particular genres.	
	Explain three or more differences between comedy and tragedy and give examples from	
	theater, film, television, and electronic media.	
Meets	Discuss what they see and hear in a performance.	
Standard	Explain how a performance made them feel <i>and</i> state preference for a particular genre.	
	Explain two differences between comedy and tragedy, giving examples.	
Approaches	Discuss to a limited degree what they see and hear in a performance.	
Standard	Explain to a limited degree how a performance made them feel <i>or</i> state preference for a	
	particular genre.	
	Explain one difference between comedy and tragedy.	
Below	Do not articulate what they see and hear in a performance.	
Standard	State only at a basic level how a performance made them feel.	
	Do not identify difference between comedy and tragedy.	

Content Stand	Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills	
	in theater, film, television, and electronic media	
Exceeds	• Write a review of a dramatized production that addresses three or more of the elements of	
Standard	theater.	
	 Present through any artistic media a representation of the emotional impact of the visual, 	
	aural, or kinesthetic elements of a performance that makes a personal connection.	
	Differentiate between farce, satire, high and low comedy, and epic tragedy, using examples.	
Meets	Write a review of a dramatized production that addresses two or more of the elements of	
Standard	theater.	
5 33323332 62	Present through any artistic media a clear representation of the emotional impact of the	
	visual, aural, or kinesthetic elements of a performance.	
	 Differentiate in most cases between farce, satire, high and low comedy, and epic tragedy. 	
Approaches	• Write a review of a dramatized production that addresses one of the elements of theater.	
Standard	Present through any artistic media a limited representation of the emotional impact of the	
Standard	visual, aural, or kinesthetic elements of a performance.	
	Differentiate between farce, satire, high and low comedy, and epic tragedy with assistance.	
Below	Do not write a review of a dramatized production or write a review that does not address an	
Standard	element of theater.	
	Do not make an attempt to present a representation of the emotional impact of a	
	performance.	
	Misidentify or do not differentiate between farce, satire, high and low comedy, and epic	
	tragedy.	

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills		
	in theater, film, television, and electronic media	
Exceeds	 Use research to generate and justify personal aesthetic criteria and use that criteria to 	
Standard	critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.	
Standard	Compare and contrast one each of the following in various media: classical and	
	contemporary dramas and classical and contemporary comedies and demonstrate	
	contrasting pieces through performance.	
Meets	Generate and justify a personal aesthetic criteria and use that criteria to critique the	
Standard	effectiveness of the visual, aural, and kinesthetic elements of a performance.	
	Compare and contrast one each of the following in various media: classical and	
	contemporary dramas and classical and contemporary comedies.	
Approaches	• Generate and justify to a limited extent a personal aesthetic criteria and use that criteria to	
Standard	critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.	
	Compare and contrast either classical or contemporary comedies and dramas in different	
	media.	
Below	■ Do not generate criteria necessary to evaluate the effectiveness of the visual, aural, and	
Standard	kinesthetic elements of a performance.	
~	Do not compare and contrast either classical or contemporary comedies and dramas in	
	different media.	

Content Standard 4.0 Students recognize and explain how theatrical experiences		
	contribute to a better understanding of history, culture, and human	
	relationships.	
Exceeds	Compare and contrast the similarities and differences between dramatic characters and	
Standard	themselves.	
Meets	State the similarities and differences between dramatic characters and real people.	
Standard		
Approaches	State similarities and differences between dramatic characters.	
Standard		
Below	Do not see any similarities or differences between dramatic characters.	
Standard		

Content Standard 4.0 Students recognize and explain how theatrical experiences		
contribute to a better understanding of history, culture, and human		
relationships.		
Exceeds Standard	 Cite three or more examples from movies and television that give historical and cultural information. Compare the conflict between characters in a dramatized event to conflict in real life. 	
Meets Standard	 Cite two examples from movies or television that give historical and cultural information. Identify the conflict between characters in a dramatized event. 	
Approaches Standard	 Cite one example from movies or television that gives historical or cultural information. Identify the conflict between characters in a dramatized event with teacher or peer assistance. 	
Below Standard	 Cite examples from movies or television that are irrelevant to history or culture. Do not identify the conflict between characters in a dramatized event. 	

Content Standard 4.0 Students recognize and explain how theatrical experiences			
contribute to a better understanding of history, culture, and human			
relationships.			
Exceeds	Cite examples of how theater influenced or was influenced by cultural trends.		
Standard	Give reasons for conflicts among characters and evaluate the effectiveness of their choices		
	in solving problems.		
Meets	Cite two examples from theater that give historical and cultural information.		
Standard	Give reasons for conflicts among characters.		
Approaches	Cite one example from theater that gives historical and cultural information.		
Standard	Give insufficient reasons for conflicts among characters.		
Below	Cite examples from theater that are irrelevant to historical and cultural information.		
Standard	 Do not give reasons for conflicts among characters. 		

Content Standard 4.0 Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human			
relationships.			
Exceeds Standard	 Show similarities and differences in ways themes and archetypes in dramatized events are portrayed in a variety of cultures and historical periods. Evaluate insightfully the way in which characters in dramatic events resolve conflict and cite some alternate choices or resolutions. 		
Meets Standard	 Show similarities and differences in ways themes <i>and</i> archetypes in dramatized events are portrayed in another culture <i>and</i> historical period. Evaluate the ways in which characters in dramatized events resolve conflict and cite some alternate choices or resolutions. 		
Approaches Standard	 Show similarities and differences in ways themes <i>or</i> archetypes in dramatized events are portrayed in another culture <i>or</i> in another historical period. Evaluate, with teacher assistance, the ways in which characters in dramatized events resolve conflict and/or cite some alternate choices or resolutions. 		
Below Standard	 Do not show similarities and differences in ways themes or archetypes in dramatized events are portrayed in another culture or historical period. Do not evaluate the ways in which characters in dramatized events resolve conflict and are unable to cite some alternate choices or resolutions. 		

Content Standard 5.0 Students will make connections between theater and other academic		
disciplines		
Exceeds Standard	 Find common components used in at least two or more works from all of the four arts areas and explain how they relate to one another. Identify and explain the roots of theater in Western civilization and illustrate in 	
	productions. Describe how four or more scientific advances have improved dramatic events.	
Meets Standard	 Find common components used in at least two works from two of the four arts areas and explain how they relate to one another. Identify and explain the roots of theater in Western civilization. 	
	 Describe how three scientific advances have improved dramatic events. 	
Approaches Standard	 Find common components used in two of the four arts areas and explain how they relate to one another with assistance. Identify the roots of theater in Western civilization. 	
	 Describe how two scientific advances have improved dramatic events. 	
Below Standard	 Do not find and do not explain how common components used in the four arts areas relate to each other. 	
	 Do not identify the roots of theater in Western civilization. Describe how only one scientific advance has improved dramatic events. 	

Content Standard 5.0 Students will make connections between theater and other academic disciplines		
Exceeds Standard	 Compare and contrast with depth and insight the ways in which themes, stories, or motifs are interpreted in works from the four arts areas. Identify and explain three significant events in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theater, film, television, and electronic media productions. Describe and assess four or more different ways technology enhances theater, film, television, and electronic media. 	
Meets Standard	 Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from the four arts areas. Identify and explain three significant events in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. Describe and assess three different ways technology enhances theater, film, television, and electronic media. 	
Approaches Standard	 Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from only two arts areas. Identify and explain a significant event in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. Describe and assess two different ways technology enhances theater, film, television, and electronic media. 	
Below Standard	 Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from two arts areas only with teacher or peer assistance. Do not identify and explain a significant event in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. Do not describe or assess ways technology enhances theater, film, television, and electronic media. 	